

# **RUNNING RECORD ASSIGNMENT**

The running record assignment will require that you observe a child for at least 10 minutes. During your observation, you will record the “blow-by-blow” description of the activity or behavior of one child written in present tense. Be sure to focus only on one child for this assignment. You may record the interactions between the child and other children or adults, but focus on your subject.

1. Write up the 10-minute running record noting time every 5 minutes, providing description of the activity and/or behavior of the child. Refrain from opinions, judgments, and inferences in this reporting section of the assignment.
2. When you have provided your descriptive report, you will write a one paragraph summary of the observation and include your opinions, supported by statements from the objective reporting section, and you will make recommendations for curriculum and learning experiences for the child.

Smith, Sandy  
CLDDV-101  
Running Record #1  
Due Date: October 21, 2009

Location of visit: Me-Wuk Child Development Center  
Date and time of visit: October 19, 2009, 10:00 AM  
Number of children present: 22  
Birth date of child: September 19, 2005  
Age of child: 4 years, 1 month  
Number of adults present: 3

**Running Record (Objective reporting section):**

**10:00 AM** Melinda watches the other children interact with the equipment and others. Her head moves back and forth and her eyes are fixed on them. She stands for a long time just looking at them climbing up the stairs. Then she follows them up and climbs through the tunnel. Her right arm reaches out in front of her, and then she tucks her left arm under her chest and moves a little forward. She repeats this until she is through the tunnel. She follows them down the steps. Melinda puts her right foot down on a stair, and then brings her left foot to meet the right one. She repeats this until she is on the ground. By the time she is down, the other children is going up again. Melinda approaches the swing set slowly. She says, "Teacher, I want a turn on the swings." She holds onto the chains and pulls one knee up but couldn't quite get herself onto the swing seat. The teacher walks over and lifts Melinda onto the swing.

**10:05 AM** Melinda holds onto the chains with her right hand which is higher than her left hand. She swings her legs back and forth in an irregular rhythm. Kevin walks over and stands by the swings. He says, "Can I have the swing when you are done?" Melinda gets off the swing and walks inside. She pulls the train set off the

shelf and starts pushing the train that is part of the train set. She puts the track pieces together. She looks at the train pieces and her tongue is in the corner of her mouth. She hooks up one train car to the next with the magnets on the ends of each train car. She reaches with her right hand and with her left hand keeps it near her body; she adjusts and pushes to arrange the cars.

**Ending time: 10:10 AM**

*(Note to students: this is two paragraphs full of ideas but you only need to write a one paragraph subjective summary from the information you gathered in your 10-minute running record.)*

**Subjective summary section:**

Melinda seems to be a well-adjusted child who gets along well with others. When she followed the children on the climber, she could not keep up, but didn't seem to become frustrated. When she wanted the swing, she asked and then waited. She also gave it up when another child wanted a turn. Melinda seems to use her right hand almost exclusively. Her left hand and arm are often limp and not useful to her.

When manipulating the trains, she never picked up a car with her left hand or used it to make the cars go. She used her left hand only to gently tap a car into place, and she did this without extending her arm or reaching with it. I am concerned about this limitation. Melinda's motor skills seem a little delayed. She was not able to get onto the swing, which all of the other children her age can do by this time of year. She concentrates when she is focused on an activity. We can observe her level of concentration by looking at her face, especially her mouth as she typically presses together her lips.

My recommendation is that Melinda be given opportunities to exercise outdoors

and to use her large and small motor skills to enhance coordination and gain mastery. In addition, in the classroom, we should provide opportunities for experience with scissors, play dough clay, small pegs, stringing beads and such other objects for her to practice her pincer grasp. We will continue to support Melinda in her verbal skills and social development. I also recommend that Melinda be observed by the occupational therapist and will secure a referral and permission form from her parents for this.